**Chinook’s Edge School Division, Cycle 5 AISI - DRAFT**

**The Context:**

Over the past 15 months, Chinook’s Edge School Division has been involved in a comprehensive process of consultation, data gathering, re-visioning, and re-alignment in order to develop long term strategies that will support teaching, learning, and leadership development. During this thorough, collaborative process, three priorities were agreed upon as central to the journey of growth of Chinook’s Edge School Division:

1. Implementation of a Quality Learning Environment framework that provides teachers and administrators with a shared vocabulary and focal point for teaching, leading and learning in Chinook’s Edge.
2. Growth and development of administrators as instructional leaders.
3. Promotion of a collaborative culture amongst administrators and teachers in the development and implementation of their education planning process, growth plans and learning.

**Main Research Question:**

To what extent and in what ways will the CESD Quality Learning Environment Framework improve student learning?

* *I would suggest schools use this as an overarching question then create more specific site strategies related to this.* 
  + *Sample Strategies for various types of schools:*
    - *the development of a comprehensive plan for reading instruction for all students in grades 5-8.*
    - *a focus on mathematical literacy in problem solving in grades 9-12.*
    - *a focus on purposeful and sustained formative assessment for all students in high school.*
    - *A focus on personalization of student learning through implementation of the IEPT for each student in grades 1-3.*
    - *Other?*
* *From these examples, we would need to define our terms (e.g. what do we mean by a comprehensive plan for reading instruction? Mathematical literacy? Purposeful and sustained formative assessment?)*
* *Schools with similar strategies would then identify and develop common measures/ evidence of success/core research*

**Research Assumptions:**

1. The focus on system-wide improvement through the development of learning support teams and administrators as instructional leaders in Chinook’s Edge involves commitment at every level of the organization. Planning and leading such an effort for organizational improvement “begins and ends with people---the support of people, the development of people, and the creation of an environment in which people feel free to express themselves as creative individuals and feel supported when they try and fail” (Schlechty, 2000, p. 192).
2. Instructional leadership for improving teaching and learning involves *continual inquiry* to build greater capacity amongst members of the school community with regard to instructional practices that improve learning for all students (Copeland, 2003).
3. There is a strong research based correlation between teacher effectiveness and student achievement, therefore continuous school improvement and student success in their learning depends on the quality of instruction in classrooms.
4. A clear and consistent understanding of what effective teaching looks like is essential for an organization to move forward to improve student learning. Student learning and success can only occur when we, as a system, continually focus on improving teaching and learning practices in classrooms (Mourshed, Chijioke, & Barber, 2010).

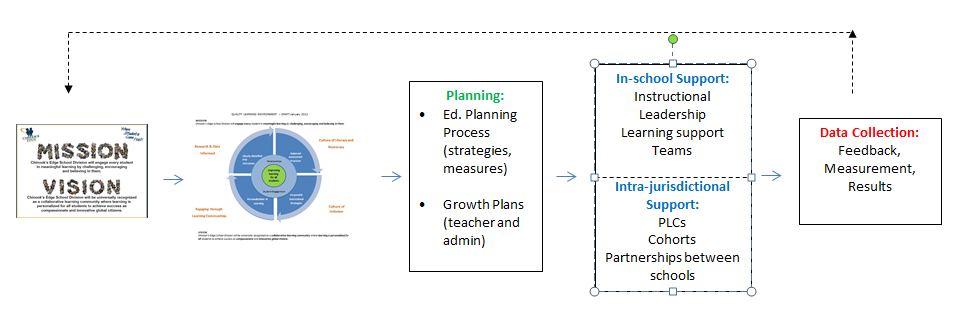
**Research Definitions:**

*Learning Support Team:* The learning support team is comprised of classroom teachers, along with school administrators and other education staff whose responsibility in the school is to support and enhance the development and implementation of ‘Quality Learning Environments’. The teacher(s) filling this role would work directly with education staff (teachers, EAs, SLP Assistants, Early Literacy Teachers/Assistants, FSW, external service providers) and students in classrooms to help provide high quality programming for all students, including those with diverse and exceptional learning needs.

*Instructional Leadership:* Purposeful action that ensures all students receive the quality of teaching and learning to which they are entitled (Townsend, 2011).

*Quality Learning Environment:* The Quality Learning Environment framework is CESD’s attempt to describe the elements of a quality learning environment which outline high leverage points around instruction. The focus of this framework is on teaching and learning and what works best to support *all* students.

**Process for AISI 5 Development:**



**Next Steps:**

1. Feedback on research question (SAT, ADCOS, AISI, Teachers Matter, Sp. Ed., your schools)
2. Learning Support Teams in schools
   1. Determine strategy with staff to answer our research question (e.g. *comprehensive plan for reading instruction)*
   2. Identify learning support team in relation to expectations outlined in *Learning Support Teacher*  *document* to achieve your school improvement strategy – [work with Wanda and Lissa]
   3. Determine funding structure (Special needs funding + AISI funding)
3. Work with Learning Support Teams to:
   1. Clarify and define strategy connected to the QLE
   2. Clarify expectations in relation to Learning Support Team document
   3. Work with like-schools (guided by Learning Services and Student Services) to build measures of success

Additional Reference Documents can be found on AISI 5 wiki: <http://cesd-aisi-5.wikispaces.com/>

* Learning Support Team document
* Instructional Leadership Plan: University of Lethbridge
* Quality Learning Environment framework (http://cesdqle.wikispaces.com)